

Kingshurst Primary School

Inspection report

Unique Reference Number	135139
Local Authority	Solihull
Inspection number	360702
Inspection dates	14–15 October 2010
Reporting inspector	Peter Clifton

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Pauline Griffiths
Headteacher	Anne Edkins
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and observed 15 teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, monitoring information, evidence of safeguarding procedures and pupils' books. They analysed 60 responses to the parents' questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following;

- What is the current picture of provision and progress made in writing across the school, and in particular how well are the needs of boys met?
- To what extent is the curriculum promoting higher levels in mathematics and enabling pupils to apply their skills?
- How well is improvement embedded, especially to improve the quality of teaching and learning, and tackle any underachievement?
- How effective are the steps that have been taken to improve attendance and reduce persistent absence?

Information about the school

This is a larger-than-average sized primary school. The proportion of pupils who are known to be eligible for free school meals is well above average. Most pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is above average, and high in some year groups. The school has separate Nursery and Reception classes, which have their own outdoor learning area. There is extended provision through a breakfast club run by the school. There is a before- and after-school club which is not managed by the governing body so it is inspected separately. A children's centre is also located on the school's site and that, too, is subject to separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Kingshurst Primary is a satisfactory school. Pupils achieve satisfactorily and their attainment is broadly average. Attainment is rising steadily and the number of pupils who are on track to reach their targets is increasing. Children in the Nursery quickly settle into school and in Reception, routines are well established. For some time, pupils' attendance has been low. Leaders are acutely aware of this and how it has held back the progress of some pupils. A concerted effort is in hand to tackle this issue and, as a result, attendance is improving sharply. While more remains to be done, persistent absence has been dramatically reduced. This improvement reflects successful work with individual pupils and families to overcome barriers to education as well as the good care and support the school provides. Pupils across the school say they feel very safe. In some lessons, pupils' persevere well and this makes a strong contribution to their learning. However, in others, pupils, particularly boys, do not always concentrate well enough on tasks, especially when they are asked to work independently. They contribute well to the school and local community, for example, through their work with older residents or raising money, and know the importance of being active and healthy.

Pupils' progress in reading is stronger than in writing. Changes to the curriculum to stimulate writing activities through practical experiences or topical issues are beginning to improve boys' engagement. For example, a topic on litter in the environment engaged them effectively. In mathematics, the number of pupils working at the higher levels is increasing because activities are promoting the application of skills well. In literacy and numeracy, teachers plan carefully for the different levels of ability within classes. Learning targets are identified so that pupils know what they need to do to improve. In the better lessons, time is used to the full to promote learning and pupils with particular needs are given just the right level of support. In satisfactory lessons, the pace of learning slows, mainly in independent work where lack of focus by pupils is not challenged well enough. On occasions, lower ability pupils are given too much help.

Monitoring and evaluation of teaching is in place, and developing through the involvement of subject leaders. However, this has not been sharp enough to iron out inconsistencies in practice and raise expectations about what can be achieved, for example, by seeing highly effective teaching. Leaders and the governing body share the school's ambitions. Given the recognition of where action is needed, as well as a rising number of pupils on track to reach their targets, the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve standards in writing and mathematics, and ensure that the large majority of teaching is good or better, by:

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- improving the pace of learning in lessons and raising expectations about what can be achieved in the time available
- providing relevant and purposeful activities to engage and sustain the interest of boys, particularly when they are asked to work independently.
- Improve the consistency of progress in different year groups by:
 - sharpening the monitoring and evaluation of teaching and learning across the school
 - widening the experience of teachers about what constitutes highly effective provision.
- Work even more closely with parents to improve levels of attendance so that by July 2011 they are at least average.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children come into school with skills, knowledge and understanding that are broadly average but skills in numeracy and communication language and literacy, are less well developed. Attainment in reading is stronger than writing. In mathematics, there are too few pupils reaching the higher levels. Pupils' attainment is broadly average overall. In some year groups, there is a higher than usual proportion of pupils with more complex needs. Pupils with special educational needs and/or disabilities and those of minority ethnic heritage make satisfactory progress.

In several lessons observed, learning was variable. For example, in an information and communication technology lesson the brisk start involving dragging and resizing photographs and captions, and high quality questioning captured the pupils' attention. However, this then waned towards the end of the session with a number of pupils not listening well enough. In Year 5, pupils made good progress in talking and writing first-hand accounts emphasising different points of view. However, in Year 4, despite a strong start, boys' progress faltered because they were less able to maintain their concentration during independent work.

Around the school, pupils are well mannered and a pleasure to talk to. The questionnaires from pupils in Years 3 to 6 indicate a strong level of satisfaction with what the school offers. Those pupils spoken to say that behaviour is generally good but on some occasions the pupils 'bring arguments from the playground back into the classroom'. However, inspectors did not observe any poor behaviour at playtimes. Pupils are confident that they feel safe and can discuss any issue with staff in the school or use the 'worry box'. They have a good understanding about foods which are healthy. The pupils are active in raising money for those less fortunate than themselves through a broad range of different activities.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Across the school, teachers use questioning well to develop pupils' thinking. Lessons have clear objectives and pupils are frequently reminded about the targets for learning. There are often a good range of different approaches to help pupils learn well. However, the pace of learning in lessons is sometimes too variable. For example, in one lesson observed, off-task chatting in group work was not managed well enough and resulted in pupils rushing to finish their work at the end of the session. On other occasions, boys lose concentration and this goes unchecked by staff, especially during writing activities. There are some good examples of marking in books which identifies the next steps for learning and pupils know what they need to do to improve their work.

Innovations in the curriculum are in place in both writing and mathematics but are not yet fully embedded. In writing, activities are chosen to engage pupils' interest, particularly that of boys. Improvements in the mathematics curriculum are providing increased opportunities for pupils to solve problems. Activities are set in a real-life context and require pupils to apply their knowledge and understanding. For example, in Year 6, pupils applied their mathematics skills to plan for a holiday. The school makes satisfactory provision for pupils with special educational needs and/or disabilities, although adults are, on occasion, too ready to step in to help the pupils they are working with. Extra time at the end of the school day is used well to promote a wide range of different experiences

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including dance, drama and sport. Sporting provision is strengthened through the use of qualified coaches.

Improving attendance is given high priority across the school. Staff track absence carefully in each class and attendance targets are displayed. There is a comprehensive range of strategies in place to help ensure that pupils come to school unless they are unwell. Leaders work well with the children's centre to promote links within the local community. The breakfast club provides a very welcoming and positive start to the day. It has helped to motivate some children to come to school who previously had poor attendance. Assemblies are used well to develop a sense of pride in the school community. Special arrangements smooth the transition of potentially vulnerable pupils to their next school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a strengthening focus on improving progress across the school and a common sense of purpose amongst the staff. Improved systems for measuring pupils' progress are being used to make teachers more accountable for progress in classes and to identify any underachievement. Subject leaders have a strong understanding of the strengths and weaknesses in their areas and have appropriate plans in place to bring about improvement. The governing body is clear about those areas of the school's work which need most improvement, and its members are beginning to strengthen their role in holding leaders to account. While overall planning for improvement identifies the right areas, success measures are not always clear enough.

Development in writing is targeting the needs of boys and the focus on higher ability pupils in mathematics is beginning to raise attainment. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory. Leaders have evaluated the provision to promote community cohesion. There are good information and communication technology links with another local school. Work is in progress to develop wider United Kingdom and global partnerships. Several aspects of safeguarding are good. Training for child protection is up-to-date and of good quality. There are strong links with external agencies to support potentially vulnerable pupils.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from starting points which are below expectations in numeracy and communication language and literacy, especially for boys. By the time they enter Year 1, several do not reach the levels expected across the areas of learning. Induction meetings and home visits help to build positive relationships between Nursery staff, children and their families. This supports children's well-being and eases their transition into school.

Children enjoy coming to school, are motivated and develop good attitudes to learning. They co-operate with each other, work and play safely together and are happy to share and take turns. Routines are quickly established and children respond to the care and kindness of staff, who are good role models and have high expectations for behaviour. The indoor space is well resourced and welcoming. Effective use is made of the outdoor learning space, though this is limited in the Reception area. Adults across the Nursery and Reception work well together and plan purposeful activities. However, children's progress is sometimes restricted because these are not always matched closely enough to their individual needs, particularly in writing.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The questionnaires, from the minority of parents and carers who returned them, reflect a positive relationship with most. About one fifth of the questionnaires included comments. The majority of comments were supportive. Where they were not, they relate mainly to how the school deals with unacceptable behaviour. Inspectors found that behaviour to support learning was not always as good as it could be. Positive comments made related to the school being a happy, welcoming place with helpful and caring staff, and inspectors agree. Parents and carers of the children in Nursery are pleased about how well their children have settled into school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kingshurst Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 440 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	48	28	47	2	3	1	2
The school keeps my child safe	32	53	25	42	3	5	0	0
My school informs me about my child's progress	24	40	33	55	2	3	0	0
My child is making enough progress at this school	28	47	31	52	1	2	0	0
The teaching is good at this school	28	47	30	50	2	3	0	0
The school helps me to support my child's learning	27	45	26	43	3	5	0	0
The school helps my child to have a healthy lifestyle	27	45	30	50	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	43	28	47	2	3	0	0
The school meets my child's particular needs	28	47	28	47	4	7	0	0
The school deals effectively with unacceptable behaviour	18	30	27	45	8	13	3	5
The school takes account of my suggestions and concerns	19	32	34	57	2	3	1	2
The school is led and managed effectively	25	42	28	47	3	5	2	3
Overall, I am happy with my child's experience at this school	32	53	24	40	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 October 2010

Dear Pupils,

Inspection of Kingshurst Primary School, Birmingham, B37 6BN

Thank you for welcoming us to your school and for talking to us about your work. You were polite and friendly. We agree with you that your school is satisfactory. This means that there are lots of things that it does well, but also there are some things that could be better. Here are some of the things we liked about your school.

Children in the Nursery classes settle very quickly.

You are cared for well in school and those of you with more needs are given good support.

You have a good understanding of how to stay safe and you make a good contribution to the community.

Teachers use questioning well to help you to learn.

You know that it is important to be active and eat healthily.

In your lessons, you know what you need to do to improve your work.

To help you make faster progress, we are asking your teachers to help you improve your writing and mathematics, by making the activities interesting and purposeful and ensuring that all the time in the lesson is used to help you to learn. We have also asked your headteacher to give your teachers more help to ensure that you make better progress as you move through the school. Lastly, we have asked adults in your school to work even more closely with you and your families so that you always come to school unless you are unwell.

You can help your teachers by concentrating all of the time, listening to what they have to say and working hard on your own and in your groups.

Yours sincerely

Peter Clifton

Lead inspector

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